DCHA/CMM CONFLICT TECHNICAL CAPACITY BUILDING AND TRAINING

FY2015 ANNUAL REPORT

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DCHA/CMM CONFLICT TECHNICAL CAPACITY BUILDING AND TRAINING

CONTENT

ACRONYMS

ACA	Advanced Conflict Assessment Course
ADS	Automated Directives System
C102	Conflict 102 Course
CAF	Conflict Assessment Framework
CMC	DCHA Office of Civilian – Military Cooperation
CMM	DCHA Office of Conflict Management and Mitigation
COR	Contracting Officer's Representative
DCHA	Democracy, Conflict, and Humanitarian Assistance
DI	Democracy International
FY	Fiscal Year
G&C	Gender and Conflict Course
GENDEV	Gender Equality and Women's Empowerment
IQC	Indefinite Quantity Contract
MSI	Management Systems International, Inc.
ODC	Other Direct Costs
PEACE	Programming Effectively Against Conflict and Extremism
SME	Subject Matter Expert
TO	Task Order
TOT	Training of Trainers
USAID	United States Agency for International Development
USIP	United States Institute of Peace
WLC	Washington Learning Center

INTRODUCTION

This annual report documents and analyzes Year One activities of the Conflict Technical Capacity Building and Training (CTCBT) task order under the Programming Effectively Against Conflict and Extremism (PEACE) Indefinite Quantity Contract (IQC) conducted during Fiscal Year (FY) 15, (October 1, 2014 -September 30, 2015). The task order will conclude on September 29, 2019.

This task order has two main objectives: 1) Disseminate conflict technical capacity building and training curricula that incorporate state-of-the-art peacebuilding and conflict sensitive approaches; and 2) Deliver quality DCHA Office of Conflict Management and Mitigation (CMM) technical capacity building and training.

The purpose of this report is to review and examine trends across project activities by primarily focusing on the training courses implemented throughout the year. Data has been collected from participant evaluations and pre/post course surveys throughout the year to track and analyze participants' satisfaction and knowledge.

> **Overview of the**
> **Conflict Technical Capacity Building and Training Task Order:**
>
> MSI is the prime contractor on USAID's CTCBT task order under the PEACE IQC. Under this project, MSI supports numerous training activities for CMM, including Conflict 102, Gender and Conflict, and Advanced Conflict Assessment. Support includes co-training courses, curriculum design and revising course materials. In addition, MSI provides analytical services through e-module development and the creation of an online Community of Practice.

Figure 1: MSI Support to DCHA/CMM: CTCBT Components and Activities
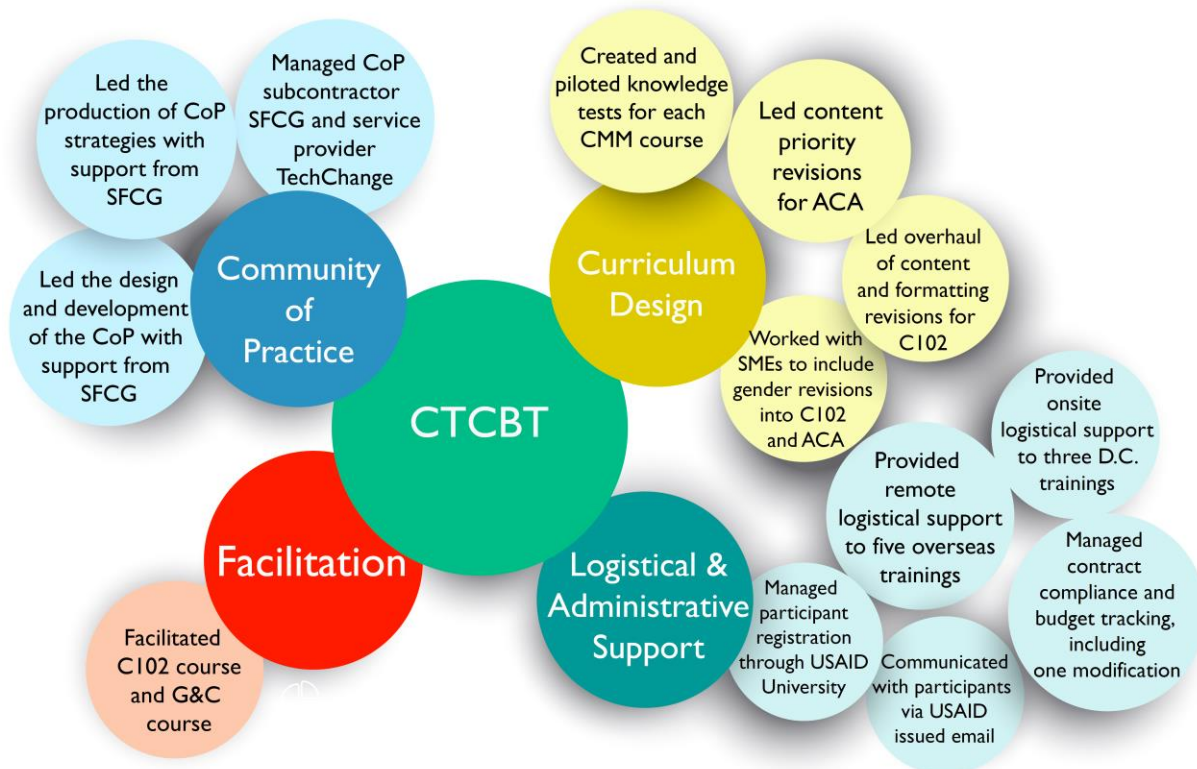
KEY ACCOMPLISHMENTS

- **Created knowledge surveys for Conflict 102 (C102), Gender & Conflict (G&C), and Advanced Conflict Assessment (ACA).** By creating a pre/post knowledge surveys for participants to take both before and after the course, MSI is able to track knowledge gained throughout the course. This allows CMM and MSI to better understand which concepts participants struggle with, and which concepts participants understand.

- **Provided logistical and administrative support for all eight trainings offered in FY15.** MSI along with CMM honed a logistics checklist to ensure that all trainings being offered run smoothly and consistently. MSI supported eight CMM trainings in FY15, with some trainings offered simultaneously in Washington D.C. and Pakistan.

- **Worked with CMM and subject matter experts (SMEs) to ensure strong content and revisions for multiple courses.**

  - **MSI worked with gender SMEs to integrate gender revisions and examples into C102 and ACA course materials.** The revisions uphold the standard of Automated Directives System (ADS) 205, and integrate CMM's approach to understanding gender in conflict dynamics. With the revisions, gender discussed throughout the suite of courses is iterative and helps participants build on concepts of gender.

  - **MSI worked with CMM to create a comprehensive process to review and revise all C102 materials for general content revisions.** MSI met with an array of CMM SMEs for inputs on content for both the facilitator's guide and participant binder. In addition, MSI transitioned all materials into the new facilitator guide template. New materials will be piloted in the October offering of C102 in Washington, DC in in FY16.

  - **MSI worked with CMM to complete priority revisions for ACA.** MSI and CMM identified ACA course revisions, classifying them as either priority to be completed immediately, or during the overhaul revisions process next FY. The priority revisions began in the fourth quarter of this year and will be completed in the first quarter of year two.

- **Co-facilitated C102 and G&C courses for USAID/Zimbabwe.** For the first time CMM requested a co-facilitator from MSI to work with one of their staff members to lead two of their trainings.

The evolution of the **Community of Practice (CoP)** during the Task Order in Year One has been significant. Initial concepts and discussions in quarter one between MSI, CMM and Search for Common Ground (SFCG) on the CoP purpose and objectives have now transformed into a concrete roadmap and strategy, as well as a final site design for the actual platform, which is expected to launch next quarter. Despite changes in CMM staff this quarter, the development of the CoP did not stall; rather it increased even further with the addition of the CoP Community Manager. Below are MSI's major highlights and achievements related to the CoP during Year One.

- **Completed a decision tree exercise to identify the CoP's purpose and audience.** The purpose of the CoP is to create a unique space to share, discuss, reflect, and ultimately improve on the knowledge and application of the concepts, tools, and literature the community is using to conduct

effective conflict sensitive development, humanitarian and peacebuilding programs. The target audience includes peacebuilding, development and humanitarian practitioners; academics and students advancing conflict sensitivity and peacebuilding; and donors.

- **Launched a survey to gauge online interests and habits of the CoP's target audience.** The survey proved to be an efficient and effective way to obtain useful demographic information and assess online user preferences, which became key in drafting CoP strategies.

- **Finalized a number of CoP strategies.**

  - **CoP Community Manager position.** The Community Manager will dedicate 40% of her time and be responsible for overall CoP management, outreach and documentation.

  - **CoP Branding and Marking Plan**. The plan describes how the USAID logo and the DME for Peace logo will be positioned on the CoP, as well as on other promotional materials and related activities. Significant discussions on the CoP name also took place during Year One with the name expected to be decided next quarter.

  - **CoP Content Management Strategy (CMS)**. The Strategy serves as the roadmap for the site's purpose, development and management, and learning strategy. It functions as a reference document that can be referred to throughout the CoP lifecycle and beyond, and ensures buy-in from all parties (MSI, CMM, SFCG) involved and clarifies their roles.

  - **CoP site design based on the site architecture from DME for Peace's, Education for Peacebuilding M&E Community of Practice.** The CoP site content was also finalized and a beta test checklist was developed. The beta test serves as a key step to addressing site content and functionality issues after the site is initially built and is expected to be launched next quarter.

- **Developed an inventory list for the CoP Resource Library**. The Resource Library catalogs all CMM training materials and resources that will be shared on the site. Resource library guidelines, a tagging approach and a CoP glossary was also developed to serve as a guide for managing, uploading and tagging resources.

- **Submitted an outreach strategy, which includes CoP audience analyses, outreach activities that will be implemented during each CoP phase, talking points and outreach campaigns.** The strategy is expected to be finalized next quarter. MSI also hired a service provider, TechChange to develop a CoP animation video that will be utilized as a key marketing tool.

- **Established a relationship with the Conflict Sensitivity Community- Hub (CSC-Hub), a working group of numerous peacebuilding organizations developing a similar community of practice.** MSI and CMM are continuing to learn more about the similarities and differences between the CSC-Hub and CoP, and potential opportunities to support and complement one another. The CSC-Hub invited CMM and MSI to participate in the second working group meeting in October.

PROJECT ACTIVITY DESCRIPTIONS FOR FY15

CMM Course Descriptions

Advanced Conflict Assessment (ACA)

ACA is a three-and-a-half-day advanced course that requires C102 and ideally G&C courses as prerequisites. The objectives of the workshop are to: ensure participants understand the Conflict Assessment Framework (CAF); familiarize USAID staff with the process of assessment and considerations for planning; improve participant skills in using the CAF to guide data collection and analysis; and provide tools for synthesizing information into findings and linking those findings to concrete recommendations for USAID programmatic response.

Advanced Conflict Programming (ACP)[1]

The Advanced Conflict Programming (ACP) course will likely be a three to four day advanced training course. The course will be offered to experienced USAID staff to increase application of conflict-sensitive principles to the design, implementation and monitoring and evaluation of USAID programs worldwide. Participants will have to complete the necessary prerequisite courses of C102 and Project Design and Management.

Conflict 102 (C102)

The C102 course is a practical and highly participatory two-day training that introduces participants to conflict analysis and best practices for programming. It also provides the information needed to successfully apply basic conflict diagnostic tools, design an appropriate response and develop a conflict-sensitive monitoring and evaluation plan to measure theories of change. The training uses vignettes and case studies to give participants opportunities to apply what they are learning to practical situations.

Gender & Conflict (G&C)

The G&C one-day workshop puts ideas into practice, drawing on concepts from academic research. It demonstrates where gender fits into the CAF and the importance of integrating gender into conflict program design. Participants learn how gender roles change in conflict and post-conflict environments and what it means for future and ongoing development interventions.

Training of Trainers (ToT)

The ToT course is designed to train potential C102, G&C, and ACA trainers on facilitation skills needed for each course. The ToT provides an opportunity for upcoming trainers to learn the curriculum and content of each course and to practice facilitating various modules.

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[1] The exact name of this course remains unknown. Previously named the Advanced Program Design, Monitoring and Evaluation in Conflict Contexts course, the training team decided to rename the course, for now, to Advanced Conflict Programming so as to have an easier referral. The description and name for this course remains open; the above narrative is simply a temporary place holder.

Analytical Services Descriptions

Community of Practice (CoP)

The creation of an online CoP will showcase CMM's technical and learning leadership within the global peacebuilding community, and to other practitioners, academics, and individuals interested in learning more about leading practices in conflict-sensitive approaches. It will be housed on Search for Common Ground's (SFCG) Design, Monitoring, and Evaluation (DM&E) portal, capitalizing on an existing network of 4,000 members in over 130 countries.

Conflict 102 e-module

The C102 e-module will serve two purposes. The first of which is to refresh former C102 participant knowledge of the importance of assessing conflict situations, the basics of designing conflict sensitive programs, and the various tools available. Participants who completed C102 more than one year in advance of taking their next CMM course will be required to take the one-hour e-module as a refresher during the enrollment process. For those new to C102 and those accessing the course via the CoP, the e-module will serve as an online introductory course to conflict.

Discussions and Decisions

Course Revisions Process

In May 2015, the training team identified three categories of revisions: Priority revisions, Annual revisions, and Overhaul revisions. Priority revisions refer to urgent changes needed, typically due to a new policy or guideline that needs to be referenced or any errors found in participant materials. These revisions will take place immediately following each course offering. Annual revisions are more substantive in nature and might include further integration of a new a policy into the various modules or altering the process of an exercise report out. Overhaul revisions are substantive changes to materials or processes used in either the facilitator guide or participant binder. These changes typically have an impact on the overall format of a module and may impact multiple topics or modules throughout the course. Overhaul revisions will take place once every five years for the three main CMM courses (C102, G&C and ACA).

MSI created a revisions tracker for trainers and members of the training team to update following each offering of a course. The revisions noted are then integrated into an overall list saved in the task order's training files on the google drive and reviewed following each course to determine whether a revision is a Priority, Annual, or Overhaul.

Course Revisions Calendar

The following table represents the output from one of the training team's meetings specifically focused on the revisions timeline for each course based on the three revisions categories identified: Priority Revisions, Annual Revisions, and Overhaul Revisions.

Table 1: Course Revisions Calendar

Course	Priority revisions	Annual revisions	Overhaul revisions
C102	Immediately following course	July – August (yearly)	May – September 2015
G&C	Immediately following course	May (yearly)	Year Three TBD
ACA	Immediately following course	November – January (yearly)	January – June 2016

COURSE ANALYSIS

This section examines course trends and milestones in FY15, beginning with an overall analysis and then moving to an individual analysis by course. The individual course analysis further delineates participant demographics and responses by each course and summarizes evaluation findings. Overall satisfaction of the course and knowledge gained per participant are both examined.

As this is the first year of the task order there is no comparison to previous findings. The future intent is to track trends and changes from year to year.

Overall Analysis

The CMM CTCBT Task Order assisted DCHA/CMM and CMM offering a total of eight trainings in FY15. Three of these courses were offered in Washington, D.C., while five of the courses were offered in the field. For a detailed breakdown of participants by course, please see Annex I.

Table 2: FY 2015 Summary of Training Courses and Participants

FISCAL YEAR 2015 TRAINING TOTALS	
8 courses delivered: • 3 D.C. Metro-based trainings • 5 international trainings	Total of **142** participants trained: • DCHA Bureau 23 • Other USAID Offices 4 • USAID Missions 86 • Other USG Agencies 16 • Implementing Partners 13

In FY15, MSI created a participant database to track those trained in each course. Based off of the revised sign-in sheet, the participant database now tracks participants by which courses they have taken, their sex, their agency/office, and their hiring mechanism. In addition to being able to filter and disaggregate data by these categories, the database also automatically generates charts.

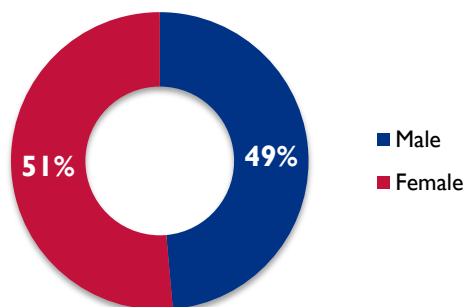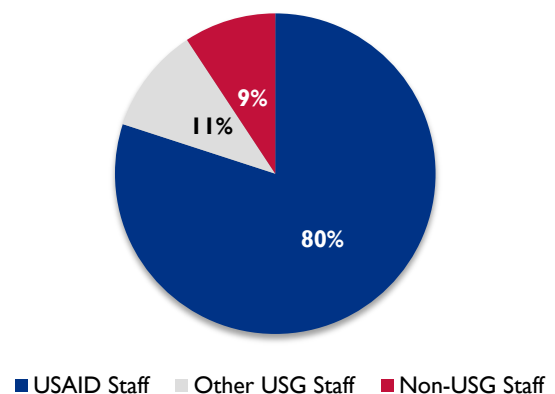**Figure 2: Breakdown of sex for all participants trained in FY15**

■ Male
■ Female

49%
51%

Figure 4: Breakdown of agency for all participants trained in FY15

9%
11%
80%

■ USAID Staff ■ Other USG Staff ■ Non-USG Staff

In line with the task order's M&E plan, a pre/post-course survey was created to acquire a baseline of participants' knowledge (pre) and compare that to knowledge gained by the end of the training (post). This relates to levels 1 and 2 of the Kirkpatrick model for evaluating training effectiveness and includes measurement of reaction to the training and whether learning has occurred.

These knowledge surveys were created and piloted for all three current CMM courses (C102, G&C, and ACA). The surveys were originally piloted in the first two training offerings under this contract in Washington, D.C. and Pakistan. During the pilot, the course evaluation remained a separate document for participants to complete at the end of the training. It was realized that it was simply too much paperwork and questions to expect of participants so MSI spent time during Quarters three and four to revise questions for more clarity and streamline the surveys overall. MSI also incorporated evaluative questions into the last section of the post-course survey to alleviate a separate course evaluation form. Both the C102 and ACA courses have a pre and post-course survey, while G&C just has a post-course survey given it is only a one-day course and would be too cumbersome to set aside time for a pre-survey as well. The revised C102 and G&C surveys were piloted during the Zimbabwe course offering; the ACA survey will be piloted at the next ACA offering in October 2015 (Year Two) of this contract.

To compliment the surveys, MSI also created a database to track responses to each of the pre/post-course sections: demographics, knowledge gained, and course evaluation. All surveys are given an anonymous tag to track the knowledge gained of an individual participant. The database automatically tracks the percentage of participants who answered each question correctly, and the knowledge gained or lost between pre and post course survey. The quarterly report for the fourth quarter of year one begins to aggregate some of the data in these surveys. MSI will provide cumulative statistics and analytical feedback in future annual reports as we collect data from multiple course offerings.

Figure 4: Course Attendance by Sex FY 2015
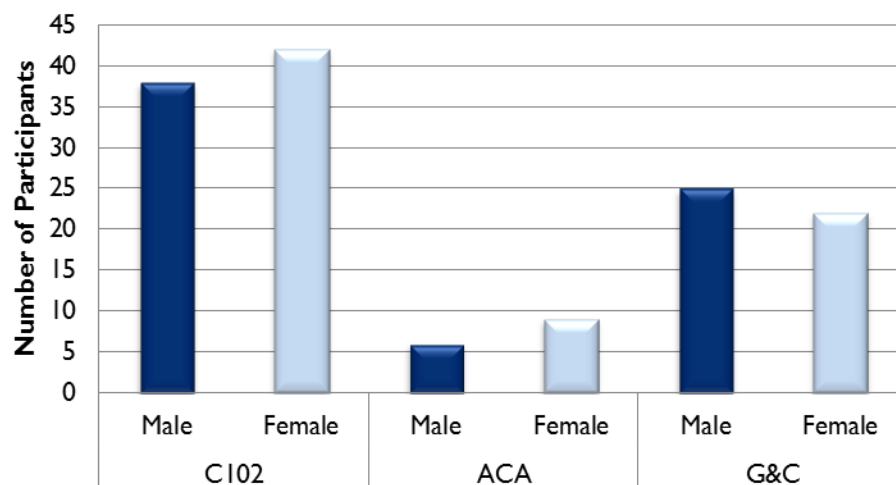
Individual Course Analysis

Conflict 102 (C102)

In FY15, MSI worked with DCHA/CMM to implement four C102 courses. Of these four courses, one was offered in Washington, D.C. (February), and three were offered at Missions: Pakistan (February), West Bank and Gaza (August), and Zimbabwe (September). Overall, C102 was the most offered course in FY2015, making up half of all CMM courses offered.

Throughout all four trainings offered in FY15, participants were asked the same evaluation questions. The evaluation questions asked participants to both rate their satisfaction on the content and training methods used throughout the course, and on logistical support – including pre-course communication, venue set-up, and on-site support.

On average, C102 received an overall score of 4.07/5 for participant satisfaction with the content of the training. The highest score came from the West Bank and Gaza training with a 4.35/5, followed closely by the Zimbabwe training with a 4.33/5. The overall average of 4.07 can be attributed to lower participant ratings from the Pakistan C102 offering, which had an average rating of 3.56/5. Numerous participants raised their assumption that the course would be specific to the context of Pakistan, weaving in conflict analysis and specific examples from in and around the country. Unfortunately, this course is not designed for this type of adaptation to the context in which the course is offered. There was perhaps some miscommunication to participants prior to the course.

In review of participants' satisfaction with the logistical support, including pre-course communication, venue set-up, and on-site support, the average for all four courses was a 4.08/5. The highest logistical support score was at the Washington, D.C. training with a 4.4/5. The high score of logistical satisfaction at the D.C. training in comparison the Mission trainings, could be largely attributed to MSI providing a full time logistical coordinator for the training, while a Mission typically does not have the resources to provide such hands-on support.

Figure 5: C102 Percentage of Knowledge Gained by Question
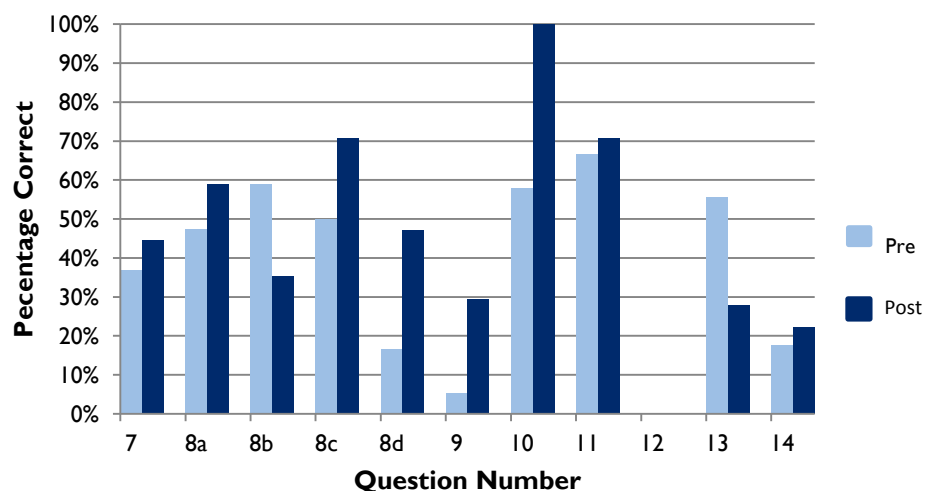
Advanced Conflict Assessment (ACA)

One ACA course took place in Washington D.C. during the first year of our contract and was attended by 15 participants. The final day of the course was cancelled due to inclement weather. The training was attended by a diverse group of participants with 47% serving as consultants to Democracy International (DI). The high number of participants from DI is attributed to their contract with USAID to conduct and support conflict assessments under CMM's PEACE IQC. In addition to the seven DI consultants, the training was also attended by two participants from the Department of State's Conflict and Stabilization Operations' (S/CSO) office.

Similar to C102 and G&C, participants were asked evaluation questions on both their satisfaction with the course content as well as the training methods used throughout the course. They were also asked to evaluate logistical support, including: pre-course communication, venue set-up, and on-site support.

This offering of ACA received the highest score of all CMM courses in both evaluation categories. This high level of satisfaction can be attributed to the following factors:

- The course content covers a practical tool –CAF - for development professionals working in conflict, or post-conflict contexts;
- A real-life case study on Nigeria adds to the practicality of the course;
- There are many types of pedagogy used throughout training to aid participants' learning, including a live-footage video, a trivia game, role playing, and intensive group work and presentations; and
- Participants reflect a diverse group of experienced conflict practitioners who learn from each other and engage deeply with the course content.

The high rating for logistics could be partially attributed to the training venue. This offering of ACA was held at the United States Institute of Peace (USIP) which has a state-of-the-art training facility with easily accessible technician support and on-site catering.

ACA by the Numbers
• Number of courses: 1
○ 1 in D.C.
• Number of participants: 83
• Average class size: 15
• Overall content score: 4.7
• Overall logistics score: 4.5

Gender & Conflict (G&C)

In FY15, MSI worked with DCHA/CMM to implement three G&C courses. Of these three courses, one was offered in Washington, D.C. (February) and two were offered at Missions: Pakistan (February) and Zimbabwe (September). This course is often conducted in conjunction with C102 since it is a one-day course. Two of the three G&C courses implemented this year were held sequentially with a C102 course.

G&C by the Numbers
• Number of courses: 3
○ 1 in D.C.
○ 2 in Missions
• Number of participants: 44
• Average class size: 15.67
• Overall content score: 4.12
• Overall logistics score: 4.02

Throughout all three course offerings, participants were asked the same evaluation questions. They were asked to rate their satisfaction on the content and training methods used throughout the course, and on logistical support – including pre-course communication, venue set-up, and on-site support.

When averaging participants' satisfaction of the content and training methods, the average for all three courses was a 4.12/5. The highest score was at the D.C. training, which was rated 4.63/5. When averaging participants' satisfaction with logistical support, the average for all three courses was a 4.02/5. The highest logistical support score was again given for the Washington D.C. training with a 4.34/5. Similar to C102, this is likely attributed to MSI providing a full time logistical coordinator for the training, while a Mission does not have the resources to provide consistent on-site support.

LESSONS LEARNED

- **Streamline roles and responsibilities of key point person(s) to participate in revision process.** The training team took a very participatory approach to revising C102 materials, what we called the "overhaul." There were about a dozen CMM staff and two MSI staff engaged throughout the eight-month timeline. One to three in-person meetings took place for each of the ten modules for MSI to capture thoughts, ideas and edits from CMM staff assigned to each module. The meetings were followed up with email communication, a draft review and a final review. The training team should discuss what level of engagement is necessary for the quality product sought and determine a streamlined process to reach that goal.

- **Ensure ample time is built in for supplemental communication for activities that involve a subcontractor or any other third party.** Two experiences this year, the building of the CoP site and creation of the animated marketing video for the CoP, involved third parties. Both of these activities could have benefited from additional meetings and communication both with the relevant third party and with CMM.

- **Understand possible repercussions of missing deadlines in advance.** Given the multi-activity nature of this task order, there are constantly deadlines to be met. It is useful to discuss up front any repercussions for missing deadlines particularly when there are multiple people or parties involved. This assists in managing expectations as well as identifying any cost implications that may be associated with delays.

- **Comprehensive logistics checklists for each CMM course help the logistician stay on top of the many logistical elements of the training.** The logistics checklist should be edited after revisions to each course, to ensure any materials needed for each day/module and any adjustments to timing or processes are reflected.

PLANS FOR NEXT YEAR

- **Support a total of 19 trainings:**
    - 6 C102
    - 6 G&C
    - 3 ACA
    - 4 TOT

- **Begin designing Advanced Conflict Programming course**
    - On-boarding of lead design consultant

- **Begin and complete development of C102 e-module**
    - On-boarding of subcontractor

- **Launch CoP to the public**
    - Design of new activities to host on the CoP

- **Provide overhaul revisions to ACA**

- **Conduct annual revisions for G&C and C102**